Sixth Grade

PARCC Aligned Curriculum Guide
Module B

School Year 2014-2015

What is important to learn when you are trying to resolve a conflict?

5 ways to Manage Conflict

- Avoidance
- Competition
- Accommodation
- Compromise
- Collaboration

Information Sheet for Informational or Explanatory Module

Module title:	What is important to learn when you are trying to resolve a conflict?
Module description (overview):	This module begins with students' continued exploration of the Big Question: "Does every conflict have a winner?" As they gather evidence from which to develop a thesis statement for the informative essay that responds to this question about conflict, students will ask themselves, "What should we learn?" This is the Big Question on which the module will end.
Template task (include number, type, level):	Task 19: [Insert optional question] After reading _____ (literature or informational texts), write _____ (an essay or substitute) in which you explain _____ (content). Support your discussion with evidence from the text(s). (Informational or Explanatory/Synthesis)
Teaching task:	What is important to learn when you are trying to resolve a conflict? After reviewing your notes and rereading the texts you have read this marking period, write an essay in which you: • address the module's question, • explain what information is needed to resolve a conflict, and • support your discussion with evidence from the texts.
Grade(s)/Level:	Grade 6
Literature Topic:	Short Stories and Nonfiction
Course:	English Language Arts
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| Background for the Teacher: | Detailed information about the changes in expectation from grade 6 to grade 7 is available in the PARCC Model Content Frameworks for ELA/Literacy for grade 6 (http://www.parcconline.org/mcf/english-language-artsliteracy/parcc-model-content-framework-elaliteracy-grade-6).

Students in the 5th grade learned to write summaries of a written text. In the 6th grade, students will progress toward CCRA.W.2 by continuing to develop their ability to write informative/explanatory texts. Students will begin to learn how to write in the language of academic discourse. They will be taught to convey concepts, as well as ideas and information, through the selection, organization, and analysis of relevant content. New learning in this text type will also include organizing text by using strategies that align with the structures of informative/explanatory text (e.g., compare/contrast, cause/effect, problem/solution, sequence, and description). Students will be instructed to include textual features like graphics, charts, and tables. Finally, students will learn to include transitions as well as a conclusion that appropriately connect the ideas and concepts conveyed in their writing.

At the end of this module, students will demonstrate an ability to analyze across the texts they have read to develop an essay that responds to the Teaching Task. Blocks of literacy instruction that scaffold students' acquisition of grade level skill in this area have to include many opportunities to read complex text, annotate text, participate in academic discussions about text, and write from sources. |

Section 1: What Task?

Background to share with students:	While writing this explanatory essay, consider what you have learned throughout your readings. Determine whether you have enough information in your notes and annotations to support a well-developed thesis that answers the question. You may need to reread some texts to make sure you can fully support your essay's focus and controlling idea.
Teaching task:	What is important to learn when you are trying to resolve a conflict? After reviewing your notes and rereading the texts you have read this marking period, write an essay in which you: • address the module's question, • explain what information is needed to resolve a conflict, and • support your discussion with evidence from the texts.
Reading texts:	See Modules B2 and B3
Extension (optional):	Students' literacy skills increase significantly with wide reading. Integrating independent reading into the literacy program can support this. Titles related to the essential question are included in Modules B2 and B3 (see appendix). Suggestions for their use are available in the PHLit Teacher Edition (pp. 176a-176b, 372-373, 376a-376b, and 544-545).

READING STANDARDS	
"BUILT-IN" READING STANDARDS	**"WHEN APPROPRIATE" READING STANDARDS** (DARK TEXT MARKS STANDARDS APPLYING TO THIS TEACHING TASK)
1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	6 - Assess how point of view or purpose shapes the content and style of a text.
10 - Read and comprehend complex literary and informational texts independently and proficiently.	7 - Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
	8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
	9 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
WRITING STANDARDS	
"BUILT-IN" WRITINGSTANDARDS	**"WHEN APPROPRIATE" WRITING STANDARDS** (DARK TEXT MARKS STANDARDS APPLYING TO THIS TEACHING TASK)
4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	2 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.	3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.	6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	7 - Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
	8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Standards source:	Common Core State Standards for ELA
NUMBER	**CONTENT STANDARDS**

Reading Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.6.2

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RL.6.3

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure:

CCSS.ELA-LITERACY.RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

CCSS.ELA-LITERACY.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-LITERACY.RL.6.6

Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.6.7

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

[CCSS.ELA-LITERACY.RL.6.9](#)

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.RL.6.10](#)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Informational Text

Key Ideas and Details:

[CCSS.ELA-LITERACY.RI.6.1](#)

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

[CCSS.ELA-LITERACY.RI.6.2](#)

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

[CCSS.ELA-LITERACY.RI.6.3](#)

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure:

[CCSS.ELA-LITERACY.RI.6.4](#)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

[CCSS.ELA-LITERACY.RI.6.5](#)

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

[CCSS.ELA-LITERACY.RI.6.6](#)

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RI.6.7](#)

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

[CCSS.ELA-LITERACY.RI.6.8](#)

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

[CCSS.ELA-LITERACY.RI.6.9](#)

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity:

[CCSS.ELA-LITERACY.RI.6.10](#)

By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes:

[CCSS.ELA-LITERACY.W.6.2](#)

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

[CCSS.ELA-LITERACY.W.6.2.A](#)

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

[CCSS.ELA-LITERACY.W.6.2.B](#)

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

[CCSS.ELA-LITERACY.W.6.2.C](#)

Use appropriate transitions to clarify the relationships among ideas and concepts.

[CCSS.ELA-LITERACY.W.6.2.D](#)

Use precise language and domain-specific vocabulary to inform about or explain the topic.

[CCSS.ELA-LITERACY.W.6.2.E](#)

Establish and maintain a formal style.

[CCSS.ELA-LITERACY.W.6.2.F](#)

Provide a concluding statement or section that follows from the information or explanation presented.

Production and Distribution of Writing:

[CCSS.ELA-LITERACY.W.6.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-LITERACY.W.6.5](#)

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 [here](#).)

[CCSS.ELA-LITERACY.W.6.6](#)

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge:

[CCSS.ELA-LITERACY.W.6.7](#)

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

[CCSS.ELA-LITERACY.W.6.8](#)

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

[CCSS.ELA-LITERACY.W.6.9](#)

Draw evidence from literary or informational texts to support analysis, reflection, and research.

[CCSS.ELA-LITERACY.W.6.9.A](#)

Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

[CCSS.ELA-LITERACY.W.6.9.B](#)

Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Range of Writing:

[CCSS.ELA-LITERACY.W.6.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration:

[CCSS.ELA-LITERACY.SL.6.1](#)

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

[CCSS.ELA-LITERACY.SL.6.1.A](#)

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

[CCSS.ELA-LITERACY.SL.6.1.B](#)

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

[CCSS.ELA-LITERACY.SL.6.1.C](#)

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

[CCSS.ELA-LITERACY.SL.6.1.D](#)

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

[CCSS.ELA-LITERACY.SL.6.3](#)

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas:

[CCSS.ELA-LITERACY.SL.6.4](#)

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

[CCSS.ELA-LITERACY.SL.6.6](#)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

Language

Conventions of Standard English:

[CCSS.ELA-LITERACY.L.6.1](#)

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-LITERACY.L.6.1.E](#)

Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*

[CCSS.ELA-LITERACY.L.6.2](#)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-LITERACY.L.6.2.B](#)

Spell correctly.

Knowledge of Language:

[CCSS.ELA-LITERACY.L.6.3](#)

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

[CCSS.ELA-LITERACY.L.6.3.A](#)

Vary sentence patterns for meaning, reader/listener interest, and style.*

CCSS.ELA-LITERACY.L.6.3.B

Maintain consistency in style and tone.*

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.6.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.6.4.A

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-LITERACY.L.6.4.B

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

CCSS.ELA-LITERACY.L.6.4.C

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-LITERACY.L.6.4.D

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-LITERACY.L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

INFORMATIONAL/EXPLANATORY TEACHING TASK RUBRIC (TEMPLATE TASK COLLECTION VERSION 2.0)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.		Presents appropriate details to support the focus and controlling idea.		Presents appropriate and sufficient details to support the focus and controlling idea.		Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Section 2: What Skills?

SKILL	DEFINITION
SKILLS CLUSTER 1: PREPARING FOR THE TASK	
1. Task engagement	*Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.*
2. Task analysis	*Ability to understand and explain the task's prompt and rubric.*
SKILLS CLUSTER 2: READING PROCESS	
1. Text selection	*Ability to identify appropriate texts.*
2. Active reading	*Ability to identify the central point and main supporting elements of a text.*
3. Essential vocabulary	*Ability to identify and master terms essential to understanding a text.*
4. Academic integrity	*Ability to use and credit sources appropriately.*
5. Note-taking	*Ability to select important facts and passages for use in one's own writing.*
SKILLS CLUSTER 3: TRANSITION TO WRITING	
1. Bridging	*Ability to begin linking reading results to writing task.*
SKILLS CLUSTER 4: WRITING PROCESS	
1. Controlling idea	*Ability to establish a controlling idea and consolidate information relevant to task.*
2. Planning	*Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.*
3. Development	*Ability to construct an initial draft with an emerging line of thought and structure.*
4. Revision	*Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.*
5. Editing	*Ability to proofread and format a piece to make it more effective.*
6. Completion	*Ability to submit final piece that meets expectations.*

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	TASKS		INSTRUCTIONAL STRATEGIES
15 DAYS	SEE APPENDIX	MODULE B2		SEE APPENDIX
30 DAYS	SEE APPENDIX	MODULE B3		SEE APPENDIX
5 DAYS		MODULE TEMPLATE TASK		
		PRODUCT AND PROMPT	SCORING (PRODUCT "MEETS EXPECTATIONS" IF IT…)	
SKILLS CLUSTER 1: PREPARING FOR THE TASK				
Day 1	*1. Task engagement* *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.*	*Short Response with Bullets* *In a quick write, write your first reaction to the task prompt. Add some notes of things you know about this issue.*	None	▪ *Link this task to earlier class content.* ▪ *Discuss student responses.* ▪ *Clarify timetable and support plans for the task.*
Day 1	*2. Task analysis* *Ability to understand and explain the task's prompt and rubric.*	*Bullets* *In your own words, what are the important features of a good response to this prompt?*	None	▪ *Share examples of type of text students will produce (either from past students or from professional writers).* ▪ *Identify or invite students to identify key features of examples.* ▪ *Pair students to share and improve their individual bullets.* ▪ *Create a classroom list: Choose one student to share a few ideas on the board, and ask others to add to it.*

SKILLS CLUSTER 2: READING PROCESS

Day 1	<u>1. Text selection</u> *Ability to identify appropriate texts.*	<u>Notes</u> *For each text, list the needed bibliographic information. Add bullets on why you think the work is credible and/or worthy of study*	■ *Identifies author, title, publisher, date, and any other needed information (for example, the volume for a periodical or the editor for an anthology).* ■ *Includes reasonable evidence that work is credible and/or worthy of study.*	■ *Provide citation guide and discuss why each element of citation is needed.* ■ *Ask students to brainstorm what makes an author credible and/or worthy of study.* ■ *Provide access to research sources for students to assess the texts.* <u>Note</u>: *for an "after researching" task, add teaching and time for students to select the texts they will use.*
Day 1	<u>2. Active reading</u> *Ability to identify the central point and main supporting elements of a text.*	<u>Short reflective entry for each text</u> *What is the author trying to accomplish? Which parts of the text show you that?*	■ *Answers questions with credible response.*	■ *Invite students to brainstorm ways to figure out any author's intent.* ■ *Invite students to share and discuss their answers for each text.* ■ *After the discussion, allow them to add to their entries.*
On-going	<u>3. Essential vocabulary</u> *Ability to identify and master terms essential to understanding a text.*	<u>Vocabulary list</u> *In your notebook, list words and phrases essential to the texts. Add definitions, and (if appropriate) notes on connotation in this context.*	■ *Lists appropriate phrases.* ■ *Provides accurate definitions.*	■ *After scoring, ask some students to share definitions of terms that others overlooked or misunderstood.* ■ *After scoring, be willing to provide direct instruction or guide a close reading if needed to work through a key phrase most students missed.*
Day 2	<u>4. Academic integrity</u> *Ability to use and credit sources appropriately.*	<u>Definition and strategies</u> *Define "plagiarism" and list ways to avoid it.*	■ *Provides accurate definition.* ■ *Lists several appropriate strategies.*	■ *Discuss respect for others' work to assemble evidence and create texts.* ■ *Discuss academic penalties for stealing others thoughts and words.*
Day 2	<u>5. Note-taking</u> *Ability to select important facts and passages for use in one's own writing.*	<u>Notes</u> *From each text, make a list of the elements that look most important for answering the prompt. Do what you need to do to avoid plagiarism.*	■ *Identifies relevant elements.* ■ *Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly).*	■ *Teach a sample format for note taking.* ■ *Check that early student work is in the assigned format (or in another format that gathers the needed information effectively).*

SKILLS CLUSTER 3: TRANSITION TO WRITING

Day 3	<u>1. Bridging</u> *Ability to begin linking reading results to writing task.*	<u>Bullets</u> *In a quick write, write about what you know now that you've read about _____(content).*	*No scoring*	■ *Discussion-based strategies, such as seminar.* ■ *Small group discussion using question.*

SKILLS CLUSTER 4: WRITING PROCESS

Day 3	1. Controlling idea Ability to establish a controlling idea and consolidate information relevant to task.	Opening paragraph Write an opening paragraph that includes a controlling idea and sequences the key points you plan to make in your composition	▪ Writes a concise summary statement or draft opening. ▪ Provides direct answer to main prompt requirements. ▪ Establishes a controlling idea. ▪ Identifies key points that support development of the controlling idea.	▪ Offer several examples of opening paragraphs. ▪ Ask class to discuss what makes them strong or weak. ▪ Review the list that students created earlier to identify needed elements (from Cluster 1, skill 2).
Day 3	2. Planning Ability to develop a line of thought and text structure appropriate to an informational/ explanatory task.	Outline/organizer Create an outline based on your notes and reading in which you state your claim, sequence your points, and note your supporting evidence.	▪ Creates an outline or organizer. ▪ Supports controlling idea. Uses evidence from texts read earlier.	▪ Provide and teach one or more examples of outlines or organizers. ▪ Invite students to generate questions in pairs about how the format works, and then take and answer questions.
Days 3 and 4	3. Development Ability to construct an initial draft with an emerging line of thought and structure.	Initial draft Write an initial draft complete with opening, development, and closing; insert and cite textual evidence.	▪ Provides complete draft with all parts. ▪ Supports the opening in the later sections with evidence and citations.	▪ Encourage students to re-read prompt partway through writing, to check that they are on-track.
Days 3 and 4	4. Revision Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	Multiple drafts Refine composition's analysis, logic, and organization of ideas/points. Use textual evidence carefully, with accurate citations. Decide what to include and what not to include.	▪ Provides complete draft with all parts. ▪ Supports the opening in the later sections with evidence and citations. ▪ Improves earlier edition.	▪ Model useful feedback that balances support for strengths and clarity about weaknesses. ▪ Assign students to provide each other with feedback on those issues.
Day 5	5. Editing Ability to proofread and format a piece to make it more effective.	Correct Draft Revise draft to have sound spelling, capitalization, punctuation and grammar. Adjust formatting as needed to provide clear, appealing text.	▪ Provides draft free from distracting surface errors. ▪ Uses format that supports purpose.	▪ Briefly review selected skills that many students need to improve. ▪ Teach a short list of proofreading marks. ▪ Assign students to proofread each other's texts a second time.
Day 5	6. Completion Ability to submit final piece that meets expectations.	Final Piece Turn in your complete set of drafts, plus the final version of your piece.	▪ Fits the "Meets Expectations" category in the rubric for the teaching task.	

FOR TEACHERS	FOR STUDENTS
Module B2: PH Lit Unit 2b (Is conflict always bad?)	Writer's Notebook
Module B3: What is important to know?	PH Lit Resources
Continuation of The Literary Essay (Unit of Study in Argument, Information, and Narrative Writing Middle School, Grade 6)	• Pearson Success Net https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true (Home Page Orientation http://www.mypearsontraining.com/tutorials/snet_students_homepageorientation/player.html)
Research-Based Information Writing (Unit of Study in Argument, Information, and Narrative Writing Middle School, Grade 6)	• Reader's Notebook
PH Lit Resources (Interactive Digital Path, Units 2 and 3 Resources, Graphic Organizers & Bell Ringers, Professional Development, All-in-One Workbook and Answer Key, Common Core Resources, Reader's Notebooks, Reading Kit, Audio, Assessments, Editable Presentations, Editable Worksheets)	• Common Core Companion Workbook **
	• All-in-One Workbook, audio recordings **
	• English Learner Reader's Notebook **
	• Adapted Reader's Notebook **
Professional Library Resources*	• Spanish Reader's Notebook **
Orange MS ELA Google Folder and	Solo 6
Authentic Assessment Toolbox: Language Arts – Middle School	Vocabulary Spelling City http://www.spellingcity.com/
http://jfmueller.faculty.noctrl.edu/toolbox/examples/tasks_middle_languagearts.htm	
Grades 6-8 ELA Curriculum: Appendix 1: Teaching Practices and Protocols	
http://www.engageny.org/resource/grades-6-8-ela-curriculum-appendix-1-teaching-practices-and-protocols	
In Common: Effective Writing for All students	
http://www.achievethecore.org/page/507/in-common-effective-writing-for-all-students	
NJ Educator Resource Exchange	
http://njcore.org/	
Pearson Success Net	
https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true (My Pearson Training	
http://www.mypearsontraining.com/product	** Assigned by teacher in response to data

s/phliterature/2012/tutorials.asp and
Teacher Home Page Tour
http://www.mypearsontraining.com/tutorials/snet12_teachers_orientationtoyourhomepage/player.html)
The Reading & Writing Project Resources
http://readingandwritingproject.com/resources.html
UDL Guidelines
http://www.udlcenter.org/aboutudl/udlguidelines
UDL Tech Toolkit
http://udltechtoolkit.wikispaces.com/
UDL Wheel
http://udlwheel.mdonlinegrants.org/
*Includes the Book Study Texts: Close Reading and Writing From Sources (Douglas Fisher & Nancy Frey) and Nonfiction Notebooks (Aimee Buckner)

Section 4: What Results?

CLASSROOM ASSESSMENT TASKS (THESE TASKS SHOULD OCCUR AS SOCRATIC SEMINARS HELD AT THE END OF MODULES B2 AND B3.)

Background to share with students (optional):	(The information to be shared with the students is located at the end of the Common Core Assessment Workshop: Short Stories on PHLit p. 371 and Nonfiction on PHLit p. 543.)
Classroom assessment tasks	See Above
Reading texts:	Module B2 and Module B3

INFORMATIONAL/EXPLANATORY CLASSROOM ASSESSMENT RUBRIC (TEMPLATE TASK COLLECTION VERSION 2.0)

Scoring Elements	Not Yet	Meets Expectations
Focus	Attempts to address prompt but lacks focus or is off-task.	Addresses prompt with a focused response.
Reading/Research	Attempts to present information relevant to prompt.	Presents and applies relevant information with general accuracy.
Controlling Idea	Controlling idea is weak and does not establish a purpose and/or address a research question.	Establishes a controlling idea that states the main purpose and/or question for the tasks.
Development	Tends to retell rather than present information in order to answer questions, solve problems; lacks details to develop topic.	Presents sufficient information in order to examine or convey topics or issues, answer questions, solve problems; identifies salient themes or features; explains key information with sufficient detail
Organization	Applies an ineffective structure; composition does not address requirements of the prompt.	Applies a generally effective structure to address specific requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are inappropriate to audience and purpose.	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.

The module includes the following:
- 1.5 PHLit units
- 1.5 Units of Study in Argument, Information, and Narrative Writing Middle School Series, Grades 6-8
- A general essential question that connects both PHLit units' Big Question
- A template task aligned to the general essential question which provides responsible test preparation for PARCC

Appendix
The attached materials support teaching this module.

Assessments		
Screening: • Teacher Review of The Teaching Task for Module A • Teacher Review of Benchmarks 1 and 2 Diagnostic: • Optional: Vocabulary in Context 2 (PHLitOnline interactive tests) • Optional: Vocabulary in Context 3 (PHLitOnline interactive tests)	Formative: Informal - anecdotal records, annotations, discussion notes, double-entry journals, exit tickets, notes, writer's notebook entries, reader response journals, sticky notes Formal – Benchmark Tests 3, 4, & 5 (PHLitOnline interactive tests)	Summative: Mid-Year Summative Test (PHLitOnline interactive tests) Authentic: • Performance Tasks (PHLit pp. 370-371 and 542-543) • Socratic Seminars (Topic: responding to the Big Question [PHLit pp. 371 and 543])

Throughout the module, you should analyze the results of the assessments to make instructional choices that will meet students' individual needs. At the end of the module, you should use the data and your analyses to respond to the following questions:
1. What worked?
2. What do you think could have been implemented more effectively in your lessons and instruction?
3. What do you need to learn more about?
4. What resources were helpful?

CPTs and/or individual meetings to discuss how to use answers to help students learn will be held.

ELA Model Content Framework Chart for Grade 6

ELA Model Content Framework Chart for Grade 6
Module B2: Is conflict always bad?
(Pacing: 3 Weeks)

Reading Complex Texts*† (RL/RI.6.10)		Writing to Texts (W.6.1-6, 9-10, RL/RI.6.1-10)			Research Project (W.6.1, 2, 4-9, RL/RI.6.1-10)
Extended Text	Short Texts	Routine Writing	4-6 Analyses	1-2 Narratives	1 Research Project
Literature 3. The Circuit **or** The All-American Slurp 4. The King of Mazy May **or** Aaron's Gift	Literature: 5. The Fun They Had 6. Feathered Friend Informational: 3. Race to the End of the Earth 4. Gold Rush: The Journey by Land	Develop & convey understanding 1. Text-Dependent Question Responses (i.e., the PHLit Critical Thinking: Integration of Knowledge and Ideas question that aligns to the Big Question 2. Writers' Notebook Entries (e.g., session work for Units of Study) 3. Annotations	Focus on arguments 4. Comparing Expository and Functional Texts (Timed) 5. Comparing Setting and Theme (Timed)	Convey experiences, events and/or procedures 1. Short Story	Integrates knowledge from sources when composing Continuation of The Literary Essay (Unit of Study in Argument, Information, and Narrative Writing Middle School, Grade 6)
For Reading and Writing in Each Module**					
Cite evidence (RL/RI.6.1)	Analyze content (RL/RI.6.2-9, SL.6.2-3)	Study & apply grammar (L.6.1-3, SL.6.6)	Study & apply vocabulary (L.6.4-6)	Conduct discussions (SL.6.1)	Report findings (SL.6.4-6)
Daily	Literary Analysis Workshop	Integrated Language Skills	Vocabulary Workshop	Communications Workshop	Daily (SL.6.4 & 6) Often (SL.6.5)

Note: Literature in Context not listed because it's often based on MA/MC decision; however, these should be read.

†Independent Reading is an encouraged component of the MS ELA curriculum. For this unit, texts that align to the Big Question include:

Fiction	Nonfiction
Sherlock Holmes Mysteries by Sir Arthur Conan Doyle	
An Island Like You: Stories of the Barrio by Judith Cofer	All Creatures Great and Small by James Herriot
My Side of the Mountain by Jean Craighead George	**Cathedral: The Story of Its Construction by David Macaulay**
Come Sing, Jimmy Jo by Katherine Paterson	
The Book of Questions by Pablo Neruda (Poetry)	

ELA Model Content Framework Chart for Grade 6
Module B3: What is important to know?
(Pacing: 6 Weeks)

Reading Complex Texts*† (RL/RI.6.10)		Writing to Texts (W.6.1-6, 9-10, RL/RI.6.1-10)			Research Project (W.6.1, 2, 4-9, RL/RI.6.1-10)
Extended Text	Short Texts	Routine Writing	4-6 Analyses	1-2 Narratives	1 Research Project
Informational 1. Water **or** Hard as Nails 2. Jackie Robinson: Justice at Last **or** The Shutout 3. Turkeys **or** Langston Terrace 4. La Lena Bueña **or** from The Pigman & Me	Literature: None Informational: 1. from This Land Was Made for You and Me 2. from Zlata's Diary 3. Preserving a Great American Symbol 4. Jake Wood Baseball League Is the start of Something Special 5. from Something to Declare 6. A Backwoods Boy 7. Ball-Band Shoes 8. Neolite Soles 9. Letter From a Concentration Camp 10. Letter to Scottie	Develop & convey understanding 1. Text-Dependent Question Responses (i.e., the PHLit Critical Thinking: Integration of Knowledge and Ideas question that aligns to the Big Question 2. Writers' Notebook Entries (e.g., session work for Units of Study) 3. Annotations	Focus on arguments 1. Comparing Arguments (Timed) 2. Comparing Biography and Autobiography (Timed) 3. Comparing Arguments (Timed) 4. Comparing Author's Styles (Timed) 5. Module Template Task	Convey experiences, events and/or procedures 1. How-to Essay	Integrates knowledge from sources when composing Research-Based Information Writing (Unit of Study in Argument, Information, and Narrative Writing Middle School, Grade 6)
For Reading and Writing in Each Module*					
Cite evidence (RL/RI.6.1)	Analyze content (RL/RI.6.2-9, SL.6.2-3)	Study & apply grammar (L.6.1-3, SL.6.6)	Study & apply vocabulary (L.6.4-6)	Conduct discussions (SL.6.1)	Report findings (SL.6.4-6)
Daily	Literary Analysis Workshop	Integrated Language Skills	Vocabulary Workshop	Communications Workshop	Daily (SL.6.4 & 6) Often (SL.6.5)

Note: Literature in Context not listed because it's often based on MA/MC decision; however, these should be read.

†Independent Reading is an encouraged component of the MS ELA curriculum. For this unit, texts that align to the Big Question include:

Fiction	Nonfiction
A Wrinkle in Time by Madeleine L'Engle	Boy: Tales of Childhood by Roald Dahl
	Zlata's Diary: A Child's Life in Wartime Sarajevo by Zlata Filipovic
	The Number Devil: A Mathematical Adventure by Hans Magnus Enzensberger
	Adams on Adams edited by Paul M. Zall